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ABSTRACT

The Vocational Education Amendments of 1976 mandate that sex bias and sex stereotyping be eliminated from all vocational education programs. In business and office occupations programs, the problems have been centered around increasing the number of male students in the program, encouraging women to move into management positions and other upper level supervisory jobs, and using sex-fair language in business communications. Responding to the Amendments, the state of Delaware developed a set of five sex equity modules designed (1) to focus on issues which are related to specific clusters of career options as defined in Delaware's competency-based, goal-oriented business and office occupations curriculum; (2) to provide information and materials for one to three days of activities; and (3) to focus the student's attention on those sex equity concerns which will affect her/his experiences as a student in the classroom, on-the-job, and in making career decisions. This module focuses eliminating sex stereotyping in business management and related occupations (office manager, administrative assistant, department manager, small business operator). Instructional activities in the module include pretest/posttest; a discussion of myths and realities about working women; a case study of conflict; an occupational attitude survey; a sex stereotyped characteristics analysis; a slide-tape presentation; and qualifications for employment. (KC)

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BUSINESS MANAGEMENT AND RELATED OCCUPATIONS MODULE

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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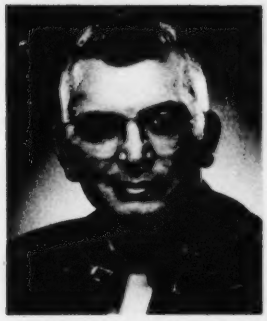

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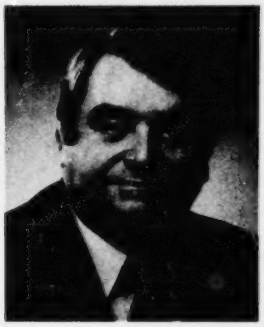

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PREFACE

The Vocational Education Amendments of 1976 mandate that sex bias and stereotyping be eliminated from all vocational education programs.

The amendments set aside $50,000 of each state's Federal vocational funds for this purpose and mandate that each state employ an individual full time to work on eliminating sex bias and stereotyping from vocational programs.

Each program area has special problems which must be addressed in order to achieve sex equity. In business and office occupations programs, the problems have been centered around increasing the number of male students in the program, encouraging women to move into management positions and other upper level supervisory jobs, and using sex-fair language in business communications.

The sex equity modules are designed to:

1. focus on issues which are related to specific clusters of career options as defined in Delaware's competency-based goal oriented business and office occupations curriculum;

2. provide information and materials for one to three days of activities; and

3. focus the student's attention on those sex equity concerns which will affect her/his experiences as a student in the classroom, on-the-job, and career decisions.

Instruction in business and office occupations programs should:

1. afford both male and female students opportunities to pursue a number of career options;

2. include a sex-fair curriculum; and

3. provide students with cooperative work experiences without regard to the sex of the student.

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I. INTRODUCTION TO THE CLUSTER

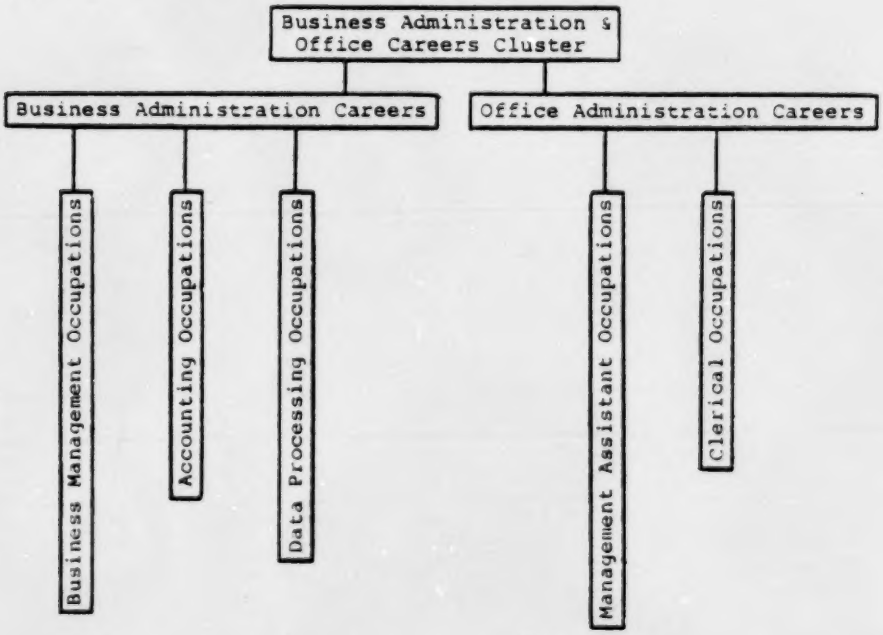
1. DESCRIPTION OF PROGRAMS

Business education represents a broad and diverse discipline that is included in a variety of educational delivery systems--elementary, secondary, and post-secondary schools. The dual purpose of this field of study is to educate individuals about business and to provide a continuous program of planned learning experiences designed to equip individuals with the technical skills necessary for competing successfully for employment in the business community.

Business education includes competency-based programs in office occupations, business teaching, business administration, and economic understandings. Specifically, the Business Administration and Office Careers Cluster provides career information and training that helps students relate their interests, needs, and abilities to occupational opportunities identified in five areas of concentration: business management, accounting, data processing, clerical, and management-assistant clusters. These five areas interrelate with each function providing opportunities for advancement beginning with entry-level jobs for the secondary-school graduate. However, many positions do require at least two years of technical post-secondary preparation.

2. VOCATIONAL BUSINESS MODEL

It is the function of this cluster to provide students with the competencies that will enable individuals to obtain appropriate jobs in their chosen business field--and to advance within an occupational grouping. In Delaware, the vocational business model consists of five sub-clusters which are illustrated below:



3. SUB-CLUSTERS

The specific jobs for which students are prepared in the sub-clusters are indicated on Figure 2 of this guide. Each specific job has been identified/verified via survey of the business community throughout the Delaware region.

4. BUSINESS MANAGEMENT OCCUPATIONS (USOE 14.0800)

(a) Business Administration Careers

The business administration program is divided into three sub-clusters which emphasize the accounting, data processing, and business management functions. A general overview, specific job descriptions, and employment outlook for each sub-cluster is provided below. Programmed learning guides assist each student through specific competency-based modules which may result in employment according to job titles identified.

(b) Business Management Occupations

This sub-cluster is designed to assist students in developing job competencies in business management tasks that include the processes of planning, organizing, directing, actuating, and controlling. Leadership training is fundamental to the sequential learning experiences in the sub-cluster. Persons typically found in top-management positions determine company goals; those in middle-management positions are the link between top-management and the actual operations of a business; and those in operations management are directly responsible for actual implementation of company plans.

The focus of program training is to provide each student with the initial experiences necessary for fulfilling the role as a small business operator or department/office manager. However, the program experiences at the secondary school level provide a foundation for advanced study for meeting the requirements associated with a majority of positions in management.

A student entering this sub-cluster should possess leadership responsibility, sincerity of purpose, initiative, decision-making, willingness to work long hours, and the ability to communicate.

FIGURE 2

BUSINESS ADMINISTRATION AND OFFICE CAREERS CLUSTER

BUSINESS ADMINISTRATION CAREERS

BUSINESS MANAGEMENT OCCUPATIONS

[a] U.S.O.E.	[b] D.O.T.	POSITIONS
14.0801	189.167-034	Office Manager
14.0801	189.167-010	Admin. Ass't.
14.0899	189.167-022	Dept. Manager
- - - -	- - - - - -	Small Business Operator

ACCOUNTING OCCUPATIONS

[a] U.S.O.E.	[b] D.O.T.	POSITIONS
14.0101	160.167-010	Accountant
14.0199	210.382-010	Audit Clerk
14.0102	210.382-026	Accts. Rec. Ass't.
14.0102	210.382-026	Accts. Pay. Ass't.
14.0103	211.362-010	Cashier
14.0105	211.362-018	Bank Teller
14.0199	214.482-010	Billing Ass't.
14.0199	215.367-022	Timekeeper
14.0199	215.482-010	Payroll Ass't.
14.0199	216.382-018	Balance Ass't.
14.0199	216-382-062	Statistical Ass't.
14.0102	216.482-010	Accounting Ass't. (Bookkeeper)
14.0104	216.492-022	Calculating-Machine Operator

DATA PROCESSING OCCUPATIONS

[a] U.S.O.E.	[b] D.O.T.	POSITIONS
14.0201	203.362-018	Terminal Systems Operator
14.0202	203.582-022	Data Typist
14.0202	203.582-030	Keypunch Operator
14.0202	203.582-054	Terminal Operator
14.0299	209.387-022	Data Exam Ass't.
14.0299	213.132-010	Computer Operations Supervisor
14.0201	213.362-010	Computer Operator
14.0202	213.382-010	Computer/Peripheral Equipment Operator
14.0299	219.137-014	Data Control Ass't. Supervisor
14.0203	219.367-026	Programmer (Trainee)

a This number refers to U. S. Office of Education Codes for business and office occupations.

b Dictionary of Occupational Title- 1978 - This number refers to Department of Labor Codes for specific jobs within an occupational grouping.

(c) Job Descriptions

Preprofessional training provided in this sub-cluster concentrates on tasks related to the following occupations:

(1) Office Manager (D.O.T. 169.167-034)

Supervises, coordinates, and organizes activities of office personnel such as typists, bookkeepers, payroll personnel, filing assistants, etc.

(2) Administrative Assistant (D.O.T. 169.167-010)

Aids executives in staff capacity by coordinating office services such as personnel, budget preparation and controls, records controls, and special management studies.

(3) Department Manager (D.O.T. 189.167-022)

Directs and coordinates through subordinate supervisory personnel departmental activities and functions in business, industrial or service establishments.

(4) Small Business Operator

Directs and coordinates the overall activities of a small business; hires, trains, and discharges employees, plans work schedules; coordinates sales promotion and advertising; verifies inventories; compiles reports.

Statistics indicate that one out of every ten persons qainfully employed in the United States is classified as part of management. However, to qualify for many positions in business management, the student must have gained actual experience through a variety of job levels in the field and have completed advanced study at post-secondary institutions.

(d) Employment Outlook

Managers are needed throughout industry. The 1978 Occupational Outlook Handbook indicates that there are many job opportunities in manufacturing firms. For those individuals seeking careers in business management directly upon graduation from secondary school, initial salaries will relate closely to minimum wage. However, for those with advanced training at a post-secondary educational institution, initial salaries

will be substantially greater. Entry-level managers (trainees) usually work the standard week ranging from 35 to 40 hours per week. Managers in more responsible positions carry heavier work loads and may work longer hours.

II. BUSINESS MANAGEMENT AND RELATED OCCUPATIONS - PERFORMANCE AND OBJECTIVES

1. FOCUSES

   (a) Career ladders (upward mobility).

   (b) Women in nontraditional jobs as managers.

   (c) Myths concerning women in the work force and in management.

2. ACTIVITIES

   (a) Pre-test.

   (b) Myth and realities.

   (c) Conflict (promotion vs. suggestive offers).

   (d) Occupational attitude survey.

   (e) Sex stereotyped characteristics analysis.

   (f) Slide-tape presentation.

   (g) Qualifications for employment.

   (h) Post-test.

3. PERFORMANCE OBJECTIVES (Competencies)

   (a) Given an opportunity to discuss personality and character traits related to job descriptions, the student will list three traits which apply to women, three for men, and three for managers.

   (b) Following a discussion of nontraditional jobs, the student will list two nontraditional jobs for man and two for women in the business and office occupations field.

   (c) Given the opportunity to discuss myths concerning women in the work force, the student will list three of these myths and three related truths.

III. INTRODUCTION TO BUSINESS MANAGEMENT MODULE

According to the seasonably adjusted data released in March, 1978, women workers made up only 6.3 percent of managerial and/or administrative positions. Businesses must take the responsibility of recruiting and hiring qualified women for management positions. Another strategy that should be applied is to place women in jobs offering opportunities for advancement. It will be necessary to include more women in training programs so that they may take advantage of existing opportunities in management. Examples of managerial positions which have provided employment opportunities for women are: business managers, owner's of businesses, members of board of directors, school superintendents, personnel directors, principals, and various types of program directories.

This module has been designed to give students an opportunity to explore the issue of women in managerial positions. Activities will touch upon the following issues concerning sex equity in management:

(a) Career ladders -- women are often slow to move up in a company and often do not plan for advancement.

(b) Women in nontraditional jobs as managers.

(c) Myths concerning women in the work force and in management.

1. OVERVIEW OF INSTRUCTIONAL ACTIVITIES

(a) Pre-test

The pre-test should be administered to measure the student's awareness of the roles men and women have in the labor force.

(b) Myth and Realities

One of the most difficult problems in implementing sex fairness in vocational education is working with people who do not believe there is a problem or do not see a need for change. Comments that "hint" at sex biased attitudes and destroy sex equity in the working world should be counteracted with accurate information. This information may destroy some long-held myths and cause students to question life long values. The students will need time to process these new ideas before they can be expected to change their behavior and attitudes. The following myths may be used to initiate a discussion concerning women in the work force.

List the Myths on the chalkboard, overhead, etc., and ask for individual opinions for each myth. After a brief discussion, the teachers should share the "reality" source for each myth.

(c) Conflict (Promotion vs. Suggestive Offers)

The student should read the problem and answer the three questions at the bottom, followed by a class discussion on the various answers.

(d) Occupational Attitude Survey

Instructions are outlined on the survey sheet. A class discussion may be conducted to determine what jobs the students feel are held more often by men or by women and reasons why this occurs.

(e) Sex-Stereotyped Characteristics Analysis

The instructions are outlined on the survey sheet. The student will note those characteristics that are more often assigned to men or to women. Considering the jobs outlined for this cluster, the students should indicate what characteristics are needed for each particular job and discuss the jobs as related to these personal characteristics. Are males and females assigned to jobs based on stereotypes of traditionally male and female characteristics? If so, why?

(f) Slide-Tape Presentation

(g) Qualifications for Employment

(h) Post-test

The pre-test is also to be used as a post-test. The student should be expected to score 100 percent. At this point any incorrect answers should be discussed and factual information given to support each wrong concept.

ACTIVITY (a)

Pre- and Post-test

WORK FORCE QUIZ

1. _____ Studies show that 9 out of 10 girls will work outside the home at some time in their lives.

2. _____ The single woman usually works less than 25 years in the labor force.

3. _____ A majority of women work because of economic need.

4. _____ A majority of women who leave work to have children never return to their job.

5. _____ The employment of mothers leads to juvenile delinquency.

6. _____ The average woman worker earns less than three-fifths of what a man does, even when both work full-time.

7. _____ Women have a much higher turnover rate in labor than men.

8. _____ The average woman worker is slightly less educated than the average man worker.

9. _____ Fully employed women who are high school graduates have less income on the average than fully employed men who have not completed elementary school.

10. _____ Today more than half of all women between 18 and 64 years of age are in the labor force.

ACTIVITY (a)

Pre- and Post-test

WORK FORCE QUIZ

Answer Key

1. True Studies show that 9 out of 10 girls will work outside the home at some time in their lives.

2. False The single woman usually works less than 25 years in the labor force.

3. True A majority of women work because of economic need.

4. False A majority of women who leave work to have children never return to their job.

5. False The employment of mothers leads to juvenile delinquency.

6. True The average woman worker earns less than three-fifths of what a man does, even when both work full-time.

7. False Women have a much higher turnover rates in labor than men.

8. False The average woman worker is slightly less educated than the average man worker.

9. True Fully employed women who are high school graduates have less income on the average than fully employed men who have not completed elementary school.

10. True Today more than half of all women between 18 and 64 years of age are in the labor force.

ACTIVITY (b)

THE MYTH AND THE REALITY

From the U.S. Dept. of Labor, Employment Standards Administration, Women's Bureau, Washington, D.C. 20210

The Myth	The Reality
A woman's place is in the home.	Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; laborsaving devices have lightened or eliminated much work around the house. Today more than half of all women between 18 and 64 years of age are in the labor force, where they are making substantial contribution to the Nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.
Women aren't seriously attached to the labor force; they work only for extra pocket money.	Of the nearly 34 million women in the labor force in March, 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 4.7 million had husbands with incomes between $3,000 and $7,000. 1/
Women are out ill more than male workers; they cost the company more.	A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.6 days a year for women compared with 5.2 for men.

1/ The Bureau of Labor Statistics estimate for a low standard of living for an urban family of four $7,386 in autumn 1972. This estimate is for a family consisting of an employed husband aged 38, a wife not employed outside the home, an 8-year-old girl, and a 13-year-old boy.

Women don't work as long or as regularly as their male co-workers; their training is costly--and largely wasted.

A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average women worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.

Studies on labor turnover indicate that net differences for men and women are generally small. In manufacturing industries the 1968 rates of accessions per 100 employees were 4.4 for men and 5.3 for women; the respective separation rates were 4.4 and 5.2.

Married women take jobs away from men; in fact, they ought to quit those jobs they now hold.

There were 19.8 million married women (husbands present) in the labor force in March, 1973; the number of unemployed men was 2.5 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs.

Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers, and nurses.

Women should stick to "women's jobs" and shouldn't compete for "men's jobs."

Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2.

Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.

Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family

responsibilities. In 1973, 4.7 million women held professional and technical jobs, another 1.6 million worked as non-farm managers and administrators. Many others held supervisory jobs at all levels in offices and factories.

The employment of mothers leads to juvenile delinquency.

Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor.

These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.

Men don't like to work for women supervisors.

Most men who complain about women supervisors have never worked for a woman.

In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers.

In another survey in which 41 percent of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate, 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.

ACTIVITY (c)

CONFLICT: PROMOTION VS. SUGGESTIVE OFFERS

Michelle Cantor is currently the Assistant Secretary/Treasurer for a large, local corporation. Throughout her twelve years with the corporation, Michelle has been treated very well. She has finished her four-year college degree and has received numerous promotions. Michelle is very happy with her job and has excellent opportunities for advancement.

Recently, John Wilson, Vice-President of Personnel, requested a conference with Michelle concerning a pending promotion. During the meeting with John, Michelle learned that the position of Vice-President of Finance would be open within the next six months. Mr. Wilson informed Michelle that she was one of three candidates being considered and her credentials would be reviewed by a selection committee in the near future. She expressed her interest in the Vice-Presidency at that time.

Over the next four-week period, Michelle attended numerous public relations and social affairs on behalf of the corporation. At one of these events she was approached by John Wilson. He mentioned that being the ranking member of the selection committee, he was in a position to do her a favor by recommending her for the promotion. However, in return he expected her to meet him frequently on a private basis.

Student Discussion Questions:

(a) What are Michelle's qualifications for the position?

(b) Should Michelle discuss the proposition with anyone at the company?

(c) Name several ways she can respond to Mr. Wilson's proposal.

ACTIVITY (d)

OCCUPATIONAL ATTITUDE SURVEY

Instructions: For each occupation listed below check the column which most aptly describes the sentiments you believe are held by most people in your community. Check the column listed "female" if you believe most people think a women should have the job. Check the column listed "male" is you believe most people think a man should have this job. Check one of the three inner columns if "either" male or female, "mostly female" or "mostly male" applies more appropriately.

Job Title	Male	Mostly Male	Either	Mostly Female	Female
Office Manager					
Admin. Ass't					
Dept. Manager					
Small Bus. Operator					
Accountant					
Audit Clerk					
Accts, Rec. Ass't					
Accts. Pay. Ass't					
Cashier					
Bank Teller					
Billing Ass't					
Timekeeper					
Payroll Ass't					
Balance Ass't					
Statistical Ass't					
Accounting Ass't (Bookkeeper)					
Calculating Machine Operator					
Terminal Systems Operator					
Data Typist					
Keypunch Operator					
Terminal Operator					
Data Exam Ass't					
Computer Operations Sup.					
Computer Operator					
Programmer (Trainee)					
Executive Secretary					

ACTIVITY (d)
(Cont'd)

OCCUPATIONAL ATTITUDE SURVEY

Job Title	Male	Mostly Male	Either	Mostly Female	Female
Secretary					
Legal Secretary					
Medical Secretary					
Technical Secretary					
Stenographer					
Correspondence Secretary					
Word Processing Sup.					
Assistant Typist					
Typist					
Magnetic Tape Operator					
Transcribing Machine Operator					
Records Supervisor					
File Assistant					
Repographics Operator					
Correspondence Ass't					
General Office Ass't					
Mail Assistant					
Calculating/Adding Machine Operator					
Inventory Assistant					
Stock Assistant					
Shipping/Receiving Assistant					
Telephone Operator					
Receptionist					
Office Helper					
Messenger					

ACTIVITY (e)

SEX STEREOTYPED CHARACTERISTICS ANALYSIS

Check the column you believe most nearly describes the characteristics of males and females.

		Male	Female
1.	Self reliant		
2.	Yielding		
3.	Helpful		
4.	Defends own beliefs		
5.	Cheerful		
6.	Moody		
7.	Independent		
8.	Shy		
9.	Conscientious		
10.	Athletic		
11.	Affectionate		
12.	Theatrical		
13.	Assertive		
14.	Flatterable		
15.	Happy		
16.	Strong personality		
17.	Loyal		
18.	Unpredictable		
19.	Forceful		
20.	Reliable		
21.	Analytical		
22.	Sympathetic		
23.	Jealous		
24.	Has leadership abilities		
25.	Sensitive to the needs of others		
26.	Truthful		
27.	Willing to take risks		
28.	Understanding		
29.	Secretive		
30.	Makes decisions easily		
31.	Compassionate		
32.	Sincere		
33.	Self-sufficient		
34.	Eager to soothe hurt feelings		
35.	Conceited		
36.	Dominant		
37.	Soft-spoken		
38.	Likable		
39.	Warm		
40.	Solemn		
41.	Willing to take a stand		
42.	Tender		
43.	Friendly		
44.	Aggressive		
45.	Gullible		
46.	Inefficient		
47.	Acts as a leader		
48.	Childlike		
49.	Adaptable		
50.	Individualistic		
51.	Does not use harsh language		
52.	Unsystematic		
53.	Competitive		
54.	Loves children		
55.	Tactful		
56.	Ambitious		
57.	Gentle		
58.	Conventional		

ACTIVITY (g)

QUALIFICATIONS FOR EMPLOYMENT

1. PURPOSE

   (a) To expose students to the many different jobs available in Business Management and related occupations.

   (b) To show students that the qualifications for employment are not determined by sex.

2. PROCEDURE

   (a) The teacher should discuss the many jobs available within the management cluster. The teacher might have students add to the list below.

Examples of Job Opportunities in Business Management Occupations:

BUSINESS MANAGEMENT OCCUPATIONS

[a]U.S.O.E.	[b]D.O.T.	POSITIONS
14.0805	169.167-034	Office Manager
14.0801	169.167-010	Administrative Assistant
14.0899	189.167-022	Department Manager
-------	----------	Small Business Operator

A list of job opportunities specific to the course should be developed. In discussion or through research, students may learn what each of the jobs entail.

(b) When the list is fairly complete, distribute the student activity sheet and have the students decide independently which job or jobs this person is qualified for. Discuss after they have decided.

- How did you decide upon a position?
- What qualities do you see necessary for each occupation?
- What characteristics are not at all necessary for each job?
- Do you think this person is a male or a female? Why?

- If you learned that the person currently filling the position was a male, how would this influence your choice of position?

- In looking at the qualifications of the applicant, is this person over qualified for the job? Underqualified?

- Suppose you learn the sex of the applicant. Would you change your job offer? Why?

- What jobs are you interested in?

- How are you qualified for these jobs?

3. VARIATION OR FOLLOW-UP

Have students research any job in which they have an interest. From the research, have them list the requirements they feel are necessary for the job. Do they see this job as being exclusively for a male or a female? What requirements would limit the job to one sex? Has their perception of the job changed any after researching it? Have students share their results with the class. Use the "Financial Facts of Life" activity.

M. Smith has just graduated from high school and is applying for a job. In the interview and from the references, the personnel director finds that the candidate has the following qualities:

(a) A knowledge of the company through summer jobs.

(b) A good grade average in high school.

(c) A good attendance record in high school.

(d) Business and math skills.

(e) A pleasant personality.

(f) A desire to move up in the company.

(g) Recommendations that indicate the candidate is dependable and has an ability to get along with other people.

(h) A knowledge of safety precautions; an awareness of the importance of following instructions.

(i) A driver's license.

(j) Good health and neat appearance.

What jobs would you offer M. Smith?

A RIDDLE

While driving to the store, a young boy and father were involved in a serious car accident. The father was killed and the boy was injured and taken to a hospital. At the hospital, the boy was examined and an emergency operation was needed. The resident surgeon had scrubbed up, put on a gauze mask, and was waiting in the operating room when the boy was wheeled into surgery. The surgeon took one look at the boy and cried, "I can't operate. This is my son."

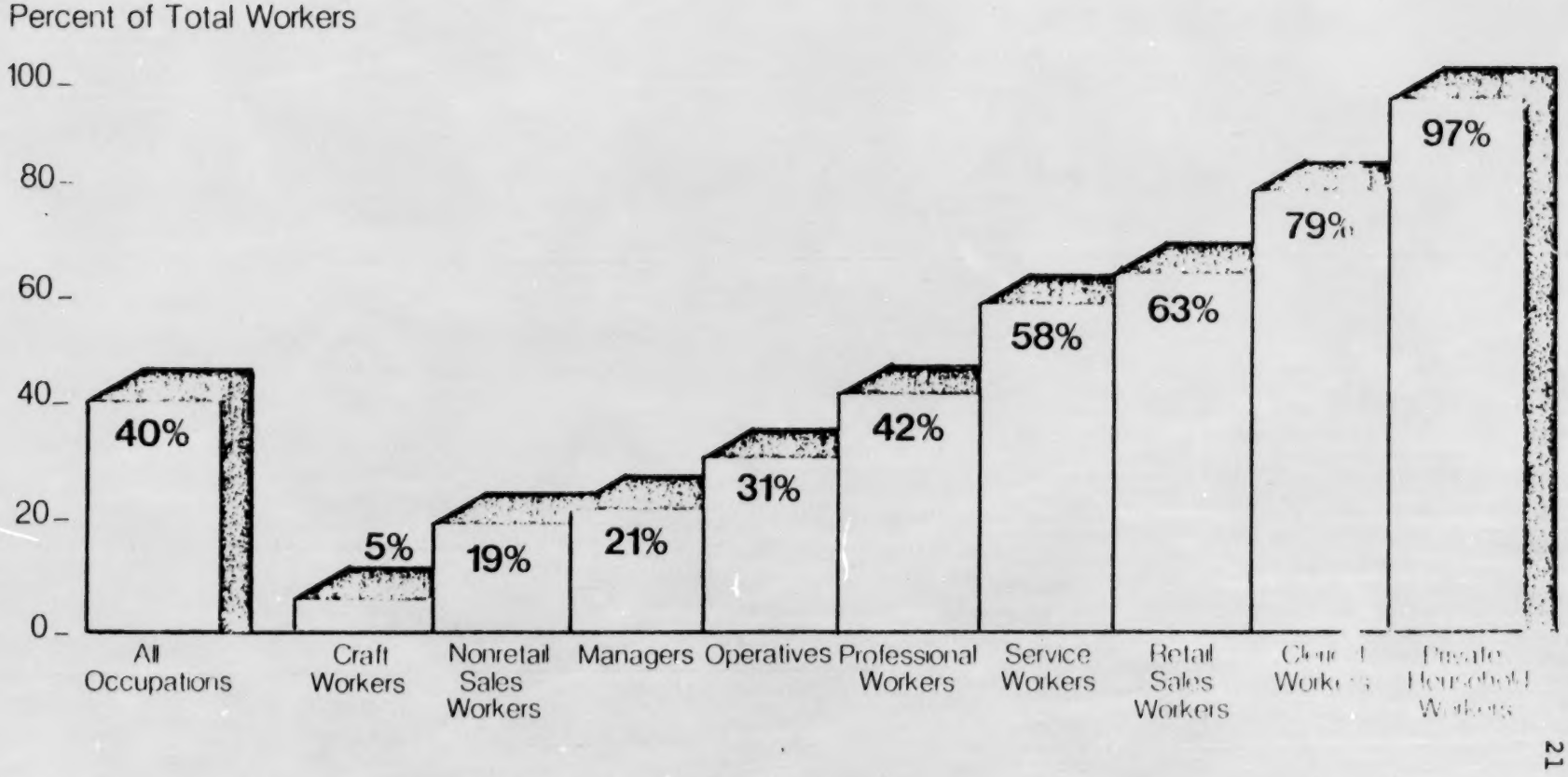
Who was the surgeon?

-- source unknown

Answer: The boy's mother.

APPENDIX

Women Are Underrepresented as Managers and Skilled Craft Workers



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Source: Prepared by the Women's Bureau, Employment Standards Administration, from 1976 annual averages data published by the Bureau of Labor Statistics, U.S. Department of Labor.